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| **COLEGIO COLOMBO BRITÁNICO**  **SCHOOL YEAR 2010-2011**  **LEARNING EXPERIENCE PLANNER** | | | | | | | | | | | |
| **Grade: Kinder** | | **Unit: WHO WE ARE (Maths – Agenda)** | | | | | **Driving  Supporting X Discipline-Specific** | | | | |
| **Modality**  **X Visual**  **x Kinaesthetic**  **X Auditive** | **Style**  Mastery  **X Understanding**  Interpersonal  Self-expressive | | | **Intelligences** | | | | **ASSESSMENT**  DiagnosticFormative Summative | | | |
| Visual-Spatial  Verbal-Linguistic  **X Kinaesthetic**  **XLogical-Mathematical** | Musical  Interpersonal  Intrapersonal  Naturalistic | | | **Strategies**  Observation  Performance Assessment  Process-focused  **X Selected response**  Open-ended Task  Other | | **Tools**  Rubric  Exemplars  **X Checklist**  **X Anecdotal Records**  Continuum  Other | |
| **Achievement Indicators:**    **HANDLING DATA:**   * Reads data on a bar graph to compare and contrast quantities. * Identifies outcomes in order of likelihood: will happen, might happen, won´t happen.   **PATTERNS & FUNCTION:** Identifies patterns and describes them.  **NUMBER:**   * Using objects finds, draws and orders all possible 2-number combinations to make numbers 5-9. * Use ordinal numbers (1st, 2nd, 3rd, 4th and last). 5th | | | | | | **Skills: Thinking** (comprehension, analysis, application) | | | | | |
| **Materials:**  ACCORDING TO EACH STATION | | | | | | **Grouping**  Individual  Pairs  **X Small group**  Half group  Whole group | | | **Co-teaching** | | |
| **Whole group**  One teach-one drift  One teach-one observe  One teach-one assist  Team-teaching | | **Small Group**  Alternative  Parallel  **X Stations** |
| **Date:** week 11 (Nov 2-5/10) | | | **Time:**  20 min in each station, 3 periods. | | |
| **Description** | | | | | | | | | | | |
| **Opening:** Divide the class according to flexible grouping and explain what to do in each station. Give out the route to each child according tohis/her agenda. | | | | | | | | | | | |
| **Main Activity:**  **Station 1: HANDLING DATA (Probability - guided practise)**. Materials: Maths notebook, pencil, colours.  Paste the *given format* in the notebook and have them register the info.   |  |  |  | | --- | --- | --- | | Will happen | Might happen | Won´t happen |   Chn should make 3 draws in the columns (as you model) situation / will happen, might happen, won´t happen.  Give examples to them about real situations to have the children answer. “Will it be Christmas in November?” “Will it snow in Cali?” “Will it be sunny?” “Will it rain?” “Will it be dark at lunchtime?” “Will it be your birthday tomorrow?” “Will it be Thursday tomorrow?” Always suggest a reasonable answer and therefore the drawing.  **Station 2: PATTERNS (Guided practise).** Materials: White board, erasable marker, Maths notebook, pencil, colours.  Previously draw three/four different 4 objects patterns on the board and have children copy and complete them to the right in their notebooks. If they finish the task earlier, have them draw their own patterns.  **Station 3: NUMBER (Introduce number combinations/ scaffolding )** Introduce the two-side foamy counters and models how to make number five using five counters and ask, "*How many counters do we have here?*" Throw the counters on the table and they will be settled randomly. Organise them by colour as you ask "*How many are red?"* (Always start asking for the same colour first) "*How many are yellow?"* Explain and model that we can represent this graphicaly as well. Eg. "*two red and three yellow".*    "*How many squares are on the paper?"* "five" "*How many are red?!"* "Two!" "How *many are yellow?"* "three!" "*How many altogether?"* (DO NOT WRITE EQUATIONS YET!) Continue throwing the five counters randomly and follow the procedure described above until you get all the possible bonds for that number. Ask: how many different combinations did you find for this number?  !!!Important!!! Use the two-side counters for making bonds fo number 5. If you see it is too easy for the child, use two colour foamy figures and give to them extra figures (more than 5), BUT DO NOT SKIP THIS STEP AT LEAST FOR TWO NUMBERS AS THE CHILDREN DID NOT WORK ON NUMBER COMBINATIONS IN THIS WAY IN PREKINDER, THEY MADE EQUIVALENCES WITH THE CUISSINAIRE RODS, PROCESS WHICH HELPS CHN IN MAKING NUMBER BONDS BUT IT IS DIFFERENT.  **Station 4: NUMBER (Ordinal numbers/ scaffolding):**  Materials: toy cars, masking tape, Maths notebook, pencil, colours.  Previously make 4 lines using the masking tape on the floor, simulating the tracks for a racing game. Have children roll their own car on the corresponding track. Draw a line on the floor where the cars stop. Ask to them:  Which car is closer to the finish point, how do we call it?  Which is the second?, the third, the fourth and the last one?  Have them repeat after you this ordinal numbers (1st, 2nd,3rd 3rd , 4th and last)  NOTE: If you have more than 5 children in the station, include the ordinal number before the last one, but do not omit the word LAST.  Have them draw the cars in the notebook according to their positions in the race game, previously paste the *given format* in the notebook:   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | 1st | 2nd | 3rd | 4th | 5th | Last | | | | | | | | | | | | |
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